



## Credit Flexibility Option 3 – Educational Options Application

- Upon completion of this form, please return it to your School Counselor.

Student name (print): \_\_\_\_\_

Student ID number: \_\_\_\_\_ Graduating class: \_\_\_\_\_ Building: \_\_\_\_\_

Home phone: \_\_\_\_\_ Other phone: \_\_\_\_\_

Home address: \_\_\_\_\_

Email address: \_\_\_\_\_

On the questions below, please mark yes or no:

Are you on an IEP, 504, or Intervention Plan?	___ Yes	___ No
Do you receive English Second Language Services?	___ Yes	___ No
Do you intend to participate in school athletics?	___ Yes	___ No

Proposed Title: \_\_\_\_\_ Proposed Credits Earned:  0.25  0.5  1.0

**Building Level Team**

Is the course listed in the “Course and Career Planning Handbook?” \_\_\_ Yes \_\_\_ No

Course subject area: \_\_\_\_\_

Course title: \_\_\_\_\_ Course code: \_\_\_\_\_

Projected completion date: \_\_\_\_\_ Suggested EMIS Code: \_\_\_\_\_

Course duration:     Semester 1     Semester 2     Online     Summer  
\_\_\_\_\_ Service Provider

Grade Option Requested:  
 The grading option will ultimately be decided by the building team who reviews this request.

Letter grade     S/U

Credit Request:     0.25     0.5     1.0

You may need to attach proposal or syllabus (see your counselor).

Curriculum Office Use Only

EMIS Subject Code: \_\_\_\_\_ EMIS Subject Area for Credit: \_\_\_\_\_

Core Subject Area: \_\_\_\_\_ \*Please Refer to the Dublin EMIS Curriculum Guide

Curriculum Office Signature: \_\_\_\_\_

How does the Ohio High School Athletic Association Calculate Athletic Eligibility?

- A year-long course with a value of one (1) academic credit = 1 OHSAA equivalency per 9 weeks
- A semester course worth ½ academic credit = 1 OHSAA equivalency per 9 weeks
- A semester course (ex: Phys. Ed.) valued at ¼ academic credit = ½ OHSAA equivalency per 9 weeks

The student and parent/guardian **must initial** each item below indicating that all parties agree to the following terms:

Student    Parent

- \_\_\_\_\_    \_\_\_\_\_    It is understood that any grade earned through credit flexibility option 3 will be treated as a permanent grade on a student’s transcript.
- \_\_\_\_\_    \_\_\_\_\_    If a student is unhappy with the outcome of the educational option and would like to replace the grade, the course must be taken in a traditional manner through Dublin City Schools curriculum.
- \_\_\_\_\_    \_\_\_\_\_    If using an online provider, it is the responsibility of the student to have the transcript sent directly to the high school registrar at the completion of the course.
- \_\_\_\_\_    \_\_\_\_\_    The student will be expected to independently fulfill the work required to complete the course by agreed upon due dates. Failure to complete could result in a failing grade.
- \_\_\_\_\_    \_\_\_\_\_    Using credit flexibility for core coursework may affect a student’s ability to pass the state mandated Ohio Graduation Test (OGT) and thus jeopardizes a student’s graduation status.
- \_\_\_\_\_    \_\_\_\_\_    Choosing this option could negatively impact college admissions decisions. Students are encouraged to contact any college of interest to get a perspective from an admissions standpoint.
- \_\_\_\_\_    \_\_\_\_\_    The International Baccalaureate Program is not available for credit flexibility.
- \_\_\_\_\_    \_\_\_\_\_    Credit Flexibility may impact a student’s athletic eligibility during high school (see explanation at the top of this page) and/or collegiate career. It is the student’s responsibility to show quarterly progress to the Teacher of Record and ensure flexible credits earned are NCAA acceptable.
- \_\_\_\_\_    \_\_\_\_\_    The student will be expected to update parents regarding their progress.
- \_\_\_\_\_    \_\_\_\_\_    The student’s teacher and/or other school authorities have the right to cancel the credit flexibility option if the student does not regularly meet progress monitoring deadlines to complete the course.
- \_\_\_\_\_    \_\_\_\_\_    If a student wishes to cancel the credit flexibility proposal after it has been approved, the student must follow the schedule change policy of Dublin City Schools and meet all corresponding deadlines.
- \_\_\_\_\_    \_\_\_\_\_    Weighted grade eligibility will be determined based on the rigor and thoroughness of the educational experience AND only if it is an exact match to a weighted course offered in the Dublin City Schools Course and Career Handbook.
- \_\_\_\_\_    \_\_\_\_\_    The student has the right to appeal refusal of an application or being withdrawn from his/her credit flexibility option.
- \_\_\_\_\_    \_\_\_\_\_    Credit Flex can be used only for advanced credit.

**SIGNATURES** (*student is responsible for securing ALL signatures prior to turning in this application*)

By signing below, I acknowledge that I understand the above information and that the assessment grade earned will appear on my transcript.

Student Applicant:	<b>Print</b>	&	<b>Sign</b>	Date
Parent/Guardian:	<b>Print</b>	&	<b>Sign</b>	Date
Teacher:	<b>Print</b>	&	<b>Sign</b>	Date
School Counselor Signature				Date
Principal Signature				Date

# Credit Flex Course Proposal

The student will submit a detailed description of his/her project, with the purpose and the goal clearly defined. The narrative will include the purpose of the project, learning goals and environment, relevance, action plan, timeline, and assessment/grading.

- I. Type of Educational Option:
  - Online learning (include the syllabus from the online provider)
  - Field Experience (explain in detail on a separate sheet, addressing II-VIII)
  - Internship (explain in detail on a separate sheet of paper, addressing II-VIII – include a letter of agreement from internship)
  - Independent Study (explain in detail on separate sheet, addressing II-VIII)
  - Other (explain in detail on a separate sheet, addressing II-VIII)
- II. Topic Selection/Purpose:
  - What is your topic and why did you choose it?
- III. Learning Goals:
  - What are the instructional goals you want to achieve? These should completely identify the learning that will take place. If you have selected a course from the handbook, the learning goals should be tied to the Dublin Graded Course of Study and /or course expectations. Check the district website for GCOS or the appropriate Department Chair for more information. There should be a clearly defined link between your plan and the curriculum.
- IV. Learning Environment:
  - How will your learning be different through this experience as compared with a traditional classroom? Where will your learning take place? Please attach a schedule of events, list of classes, etc.
- V. Relevance:
  - How does your educational option connect to your life and to the larger world?
- VI. Action Plan:
  - What is your plan of action? Identify the activities and resources that will be utilized to accomplish your learning goals. Describe what you will be doing. Evidence can include learning logs, documentation of interviews or activities, drawings, photos, laboratory results, video, audio, written work samples, copies of specific tests, data reading logs, self-assessment, a log of clock hours, etc. You may need to include evidence, documenting growth over time toward mastery of a goal.
- VII. Timeline:
  - What is your timeline? Describe the activities you will accomplish each quarter. Include any tables, organizers, logs you will use to document your time spent.
- VIII. Assessment and Grading:
  - How will a grade be determined? What will be assessed? Is there a pretest and posttest? Describe the evidence that will support your learning goals. The following are examples of final evaluations (students can use multiple summative assessments to demonstrate learning): research paper, demonstration, project or artifact, portfolio, performance, or assessment.